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BULLETIN

OF

The Woman's College of Baltimore

VOL. I.

MAY, 1905.

No. 5.

IT ought to be a simple thing to pass from a good preparatory school to a college, but the young woman who makes the attempt is apt to conclude that the path from one to the other is so hedged in by red tape and so obstructed by unnecessary difficulties that it is almost impossible for her to make the passage. Now it may be true, it probably is true, that some part of the red tape insisted upon by certain colleges might be dispensed with; but it is also true that for the greater part of this same red tape there are good and sufficient reasons, which, from the very nature of the case, the student fails to appreciate.

CONSIDER the task which the officials of a college must perform in passing upon the applications for admission of a hundred and fifty or two hundred new students from a hundred or more preparatory schools. No two of these schools have the same equipment or the same methods. One does fine work in Latin and poor work in mathematics, another does fine work in German, but has no adequate equipment for work in the sciences, still another has failed to modernize its methods in history, while here and there is one that has made an ambitious attempt to crowd the entire preparatory course, usually given in four years, into three, or to do in four years the full preparatory work and a part of the regular work of the college.

AND yet the students from this varied list of preparatory schools, in so far as they are admitted, must be so welded together into classes that they shall be able to work together with mutual profit. The ideal class in any subject is composed of students of equivalent preparation. While this condition cannot be fully met, it can be met approximately, and college authorities, in justice to the college and to the students who make up

the class, must strive to make the approximation as perfect as possible. With this end in view A—— must be conditioned in Latin, B—— in mathematics, C—— must be required to read additional French before the term opens, and D—— must be informed that her admission is impossible. It is evident that the authorities who perform this task wisely and with full justice to the students concerned must insist upon detailed and explicit information concerning each student who applies for entrance.

TWO methods of securing this information are in use. One, employed by several colleges, the best known of which among women's colleges are Radcliffe, Barnard, and Bryn Mawr, is to examine all candidates in the work they offer for admission. The other, employed by the greater number of American colleges, is to admit the students from approved preparatory schools on the certificate of the school principal. Each method has its drawbacks. The former throws on the student a burden which is frequently unnecessary, the latter implies a confidence in the judgment of the preparatory principal which is not always justified by the results.

THE system adopted by the Woman's College of Baltimore is a compromise between the certificate and examination systems. The certificates of approved schools are accepted in lieu of examination for a large part of the entrance requirement, but examination is demanded on certain subjects concerning which experience has seemed to indicate that the judgment of preparatory principals is least trustworthy. There are many cases in which we might with entire safety extend the certificate privilege to cover these subjects also, but for the present it seems fairer to all concerned to retain our present system.

NO two colleges administer the certificate system in exactly the same manner, but an explanation of the system as administered by us will probably help the student to understand the system elsewhere. Let us suppose that you are planning to enter the Woman's College of Baltimore. What are the successive steps to be taken? First address a note to the college stating your intention and asking for the proper blank forms. This note may be sent at any time, but it will be to your advantage to make your wish known at as early a date as possible. A little correspondence with the college a year or more before you enter may save you troublesome entrance conditions later. It is not worth while to attempt in this first note to make any full statement of your preparatory course. You are almost certain to omit some of the details in which we are most interested, and in any event we prefer to have

this information upon our own forms. In response to this note you will receive two blank forms, one calling for certain data concerning yourself and the general question of your admission, the other for a detailed statement of your preparatory work. While one of these blanks is in form an application for admission, you place yourself under no legal or moral obligation by signing it, as it is expressly stated that the application may be withdrawn at any time.

AS soon as the information in our possession makes it possible the college will send you an estimate of the amount of credit you will receive for your preparatory work, together with a list of the conditions to be imposed and the examinations to be taken if it is probable that either will be necessary. This estimate, since it rests entirely on your own statement, must not be regarded as final. No final statement concerning your admission can be made till a certificate has been furnished or examinations have been passed. The estimate accomplishes two things. It gives you some idea of the probabilities in the case, and it frees the principal from the labor of making out certificates in cases where the admission of the candidate is evidently impossible. If however you have been frank and accurate in filling out the statement and have given the details asked for, there is no reason why the final result should not correspond with the estimate.

IF the estimate is satisfactory, the next step is to ask the principal of your preparatory school to certify you to the college. If your school has not already been granted the right of certification, it will be necessary for the principal to make application for this right. The investigation necessary before such a right is granted frequently consumes considerable time, so that it is desirable that the matter be taken up as early as possible in the year preceding your admission. If the certificate privilege has already been granted, the principal has nothing to do except to secure from the college the proper certificate form, fill it out and return it to the college. This certificate form will not be sent to you or to the principal at your request. The acceptance of a certificate is a recognition by the college of the quality of the work done by the school, and courtesy to all concerned demands that the request for such recognition shall come from the regular officers of the school. Neither should the certificate, after it is filled out, be given to you by the principal. It is a confidential statement by the principal to the college concerning the extent and quality of your work, and as such should pass directly from him to the college. After the certificate is received the college will send you a final statement showing what subjects are accepted, what conditions are imposed, and what examinations must be taken.

IF for any reason the certificate cannot be accepted or you are dissatisfied with the rulings of the college authorities, you are at liberty to attempt the entrance examinations. These may be taken in September at the college, or in June under the direction of the College Entrance Examination Board. These latter examinations have several advantages. They are offered at various points (a list is given elsewhere in this issue), so that they frequently save you a long journey to the college you intend to enter. The results are accepted by every college of standing in the United States, so that it is possible to transfer your credits from one institution to another. The questions in each subject are made out by a committee of two college instructors and one preparatory school instructor, and no paper is marked below sixty per cent. till it is read by at least two examiners, so that in the long run the results are probably more just than in ordinary college examinations. Inasmuch as the Board offers examinations in a much larger number of subjects than is required for entrance in any one institution, it will be well for you to obtain from the college you wish to enter a definite statement of the subjects on which you should be examined.

IF you are an applicant for residence in one of the college dormitories, you will receive at the proper time the form for an application for residence and for a health certificate. The former is a regular business contract, authorizing the college to reserve a room for you, the latter is a guarantee from your physician that your physical condition is such that your presence in the dormitory will not be a menace to the health of the other inmates.

AND now a word of comfort to the student who is conditioned. It is better to enter as an unconditioned freshman, but unless the condition is due to your failure to improve the opportunities which have been offered you it is in no sense a disgrace and need not prevent your making a fine college record. You will have in the college capable advice and guidance in your efforts to remove your conditions, and should in general have little difficulty in removing them by the beginning of the second year. So long as the courses and methods of preparatory schools are as diverse as at present it is inevitable that a large percentage of students should enter college with conditions. In 1903-04 Harvard conditioned 325 out of 572, Radcliffe 55 out of 96, and Columbia 83 out of 118, so that it is not at all probable that your entrance conditions will make you unpleasantly conspicuous among the freshmen of any college which makes a determined effort to enforce its entrance requirements.

MR. FRANK ROSCOE BUTLER, news of whose death was received recently from Salem, Mass., was intimately connected with the early history of the Woman's College of Baltimore, since he was a member of the original faculty, and the first to hold the chair of English in this college. After graduating from Boston University and School of Theology, Mr. Butler spent a number of years in studying Philosophy and Philology at the Universities of Berlin, Göttingen and Strassburg. He came therefore to this position eminently well equipped, a man of deep scholarship, rare culture, fine, scholarly intellect and with the freshness and courage of early manhood. He entered upon his work, determined to make the English Department what it should be: the most influential department in college in creating an atmosphere of culture, literary and social, and in promoting a high type of scholarship. In the councils which shaped the early policy of the college his strong personality, keen intellect, and broad culture lent great weight to his views. As a teacher he was rigorous in his demands upon himself, and expected therefore also from his students high standards of living and learning. He was an untiring worker, a most conscientious teacher, intensive in his courses rather than extensive, a man of rare literary taste, impatient of all superficiality, of all slovenliness in work and word, whose influence in college was bound to last even after he left college, in 1896. He despised "familiar talk," hypocrisy and flattery and was always frank and outspoken. His conversation was ever a pleasure to one who delights in beauty of form blended with significance of subject. His friends knew him to be charming in personal intercourse, a man of genuine courtesy, liberal mind, progressive ideas, serious purpose, and a strong sense of humour. His former colleagues and students will cherish his memory.

Hans Froelicher.

DORMITORY LIFE.

"Dormitories are necessary to our life * * * because the characteristic life of the place, the things which give vitality alike to its intellectual and to its social character centre in the campus associations, in the close daily contacts which make the undergraduate body a consciously corporate community."

AFTER a young woman has decided to enter college and has determined upon the institution which in her opinion is best suited to her needs, the question arises as to whether she shall live in one of the college dormitories or shall make her home in some boarding house outside the college jurisdiction.

It is not to be denied that there are advantages in each of these methods of living. The student who does not live in the dormitory has much more



latitude in the choice of her rooms. She may, if she is willing to expend the necessary money, make them as extensive and as luxurious as she wishes, or for the sake of economy she may reduce her expenditure to the minimum. She is much

freer also in the arrangement of the details of her daily life, and less liable to interruption by enthusiastic classmates who are anxious to talk over class, or fraternity, or general college matters.

On the other hand the student who does not live in the dormitories misses the greater part of that indefinable something which we call college life. More and more the educational world is coming to realize the importance of that side of the college life which does not find its expression in recitations or lectures. These it is true determine scholarship, but the college exists for something more than scholarship. Its highest ideal must be the development of character, of sturdy manhood and womanhood. A part of this development comes from the intellectual stimulus of the class work, a part of it comes from the influence of the instructors; but a large part, in the personal opinion of the writer probably the larger part, comes from association with the other members of the student community. A young woman comes to college from a home where she has been deferred to, petted, shielded from the consequences of her own errors, and freed from the necessity of forming her own decisions. She finds herself one of a community, a citizen in the college world.



Her fellow citizens are disposed to be friendly, but no one of them has any particular interest in her, no one is disposed to excuse her errors, and every

one seems disposed to hold her responsible for what she says and what she does. In other words she finds that her position in this new community depends upon herself; and that she may rise to prominence or fall to mediocrity, be influential or a non-entity, in exact proportion to the wisdom with which she adjusts her life to its new environment. Is it any wonder that the transformation from the school girl to the college woman is so rapid?



Now the center of this college life with its tremendous power for the development of vigorous womanhood is the dormitory life. President Wilson's statement concerning Princeton, quoted at the head of this article, is equally true of the Woman's College of Baltimore and probably of colleges in general.

It need not be inferred that the young woman who does not live in the dormitory is excluded from the college life by any artificial enactment. Her exclusion is the natural result of her location. She finds that her relation to the college life is much the same as that of a countryman to the social, intellectual, and political life of the neighboring town. Now and then such a student has sufficient persistence and force of character to make herself an important place in the college community in spite of the disadvantage of her outside residence, but such cases are the exception and not the rule.



The chief objection to dormitory life on the part of the average young woman is the fact that she is compelled to accept certain rules and regulations covering daily routine and some phases of her social life. In some institutions these reg-

ulations are enacted by the college authorities, in others they are in part enacted by a student self-government association. In any case they occasionally run

counter to the wishes of individual students, and seem irksome to the incoming freshman who has been accustomed to the freedom of her own home. A little consideration however will show that some system of regulation is necessitated by the circumstances. The college that attempts to provide dormitories for young women assumes a certain responsibility for their health and general welfare, and adopts its regulations with this fact in view. The chief difference between the regulations of a college and those you have been accustomed to in your home is that the latter are framed for you personally, with a full knowledge of your temperament and peculiarities, and may be waived for any particular occasion at the discretion of your parents. Dormitory regulations on the other hand must be made for the average student, and from the nature of the case must be less flexible.

The regulation of the various colleges differ widely. Baltimore for example, with her city location, has some that would be superfluous in a country or village location, but in no modern college is there any approach to



the rigid discipline of the boarding school of popular fiction. Such regulations as exist are usually founded on a few general principles such as the following.

Approximate regularity of meals, sleep, and exercise is essential to the health of the student.

Every resident in a dormitory is entitled to certain hours in which she shall be secure from interruption.

It is unwise to give a young girl full control over her social life under circumstances where she is deprived of the advice of her parents.

But to the prospective student who has already decided to live in a dormitory all this theoretical discussion of the advantages and disadvantages of dormitory life fades into insignificance before the purely practical question of how she shall furnish her room. For her sake we publish in this issue a num-

ber of actual photographs of students' rooms in the Woman's College of Baltimore. These are not published as models but as illustrations of the way in which rooms are actually furnished. Remember that a dormitory room is not unlimited in size, that it is to be your home, and that it will be regarded by your comrades as in some sense an index of your character, and prepare your furnishings accordingly.

FINAL ACADEMIC AND SOCIAL EVENTS OF THE YEAR, MAY-JUNE, 1905.

- May 6, 2.00 p. m., Normandie Heights . Sophomore May fete for Seniors.
 " 9, 8.00 p. m., Chapel Schiller Centenary.
 " 13, 2.00 p. m. Freshmen Entertainment of the Juniors.
 " 18, 8.00 p. m., First M. E. Church, Phi Beta Kappa Address.
 " 19, 3.30 p. m., Vingolf Hall. . . . Algonquian Club Tertulia.
 " 20, 8.00 a. m. Excursion to Annapolis.
 " 22, 9.00 a. m., Goucher Hall . . . Senior Examinations begin.
 " 25, 9.00 a. m., Goucher Hall . . . Annual Examinations begin.
 " 26, 6.00 p. m., Goucher Hall . . . Juniors' Banquet to Seniors.
 " 27, 9.00 a. m. Bay Excursion of Geological Soc.
 " 27, 1.00 p. m., Relay Schiller Kränzchen Maifahrt.
 " 29, 8.00 p. m., Freshmen Lantern Chain.
 " 31, 7.30 p. m. Pennsylvania Club Boating Party.
 June 1, 8.00 p. m., Goucher Hall . . . South'n Club Promenade Concert.
 " 2, 2.00 p. m., " Alto Dale " . . . President's Lawn Party.
 " 3, 1.00 p. m. Reunion of the Class of 1900.
 " 3, 1.00 p. m., Dean's Residence . . Reunion of Class of 1904.
 " 3, 2.30 p. m., Goucher Hall . . . Phi Beta Kappa Business Meeting.
 " 3, 6.00 p. m., The Rennert Tau Kappa Pi Banquet.
 " 3, 6.00 p. m., Mt. Holly Inn . . . Gamma Phi Beta Banquet.
 " 3, 6.30 p. m., The Stafford Delta Delta Delta Banquet.
 " 3, 6.30 p. m., Balto. Country Club, Kappa Alpha Theta Banquet.
 " 3, 6.30 p. m., Md. Country Club . Pi Beta Phi Banquet.
 " 3, 6.30 p. m., Belvedere Alpha Phi Banquet.
 " 3, 7.00 p. m. Delta Gamma Banquet.
 " 4, 11.00 a. m., First M. E. Church Baccalaureate Sermon.
 " 5, 10.00 a. m., Chapel Class Day Exercises.

- June 5, 12.00 m., Goucher Hall . . . Meeting of the Board of Trustees.
 “ 5, 1.00 p. m., Balto. Country Club, Reunion of the Class of 1895.
 “ 5, 1.30 p. m., Goucher Hall . . . Reunion of the Class of 1902.
 “ 5, 4.00 p. m., Goucher Hall . . . Unveiling of Memorial Windows.
 “ 5, 7.00 p. m., Goucher Hall . . . Planting of Ivy.
 “ 5, 8.00 p. m., Chapel Concert by the Glee and Mandolin Clubs.
 “ 5, 9.30 p. m., Goucher Hall . . . Senior Loving-Cup Service.
 “ 6, 10.00 a. m., Kath. Hooper Hall, Meeting of the Alumnae Ass’n.
 “ 6, 4.00 p. m., The Lyric Conferring of Degrees.
 “ 6, 8.00 p. m., Goucher Hall . . . Reception to the Graduating Class.
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COLLEGE ENTRANCE EXAMINATION BOARD.

The examinations of the College Entrance Examination Board will be held June 19-24, 1905, at the following places. If further information concerning them is desired address the Secretary of the Board, Sub-station 84, New York City.

ALABAMA—Mobile.

ARKANSAS—Little Rock.

CALIFORNIA—Belmont, Los Angeles, San Mateo.

COLORADO—Denver.

CONNECTICUT—Bridgeport, Hartford, Lakeville, New Haven, Salisbury, Stamford, Washington.

DELAWARE—Wilmington.

DISTRICT OF COLUMBIA—Washington.

GEORGIA—Atlanta, Savannah.

HAWAII—Honolulu.

ILLINOIS—Chicago, Peoria, Shelbyville.

INDIANA—Fort Wayne, Indianapolis, Lima.

IOWA—Dubuque, Sioux City.

KENTUCKY—Lexington, Louisville.

LOUISIANA—New Orleans.

MAINE—Portland.

MARYLAND—Baltimore.

MASSACHUSETTS—Beverly, Boston, Great Barrington, Groton, Lowell,
Mount Hermon, New Bedford, Norwood, South Hadley,
Springfield, Ware, Wellesley, Worcester.

MICHIGAN—Detroit, Grand Rapids.

MINNESOTA—Duluth, Minneapolis.

MISSOURI—Kansas City, St. Louis.

MONTANA—Butte.

NEBRASKA—Omaha.

NEW HAMPSHIRE—Concord, Exeter, Keene.

NEW JERSEY—Asbury Park, Bordentown, Jersey City, Morristown,
Newark, New Brunswick, Paterson, Plainfield, Princeton.

NEW YORK—Albany, Binghamton, Brooklyn, Buffalo, Cornwall,
Dobbs Ferry, Elmira, Gloversville, Hamilton, Ithaca, Lake
Placid, Malone, Manlius, New Paltz, New York City, Ossin-
ing, Poughkeepsie, Rochester, Schenectady, Syracuse, Utica,
Watertown, Yonkers.

NORTH CAROLINA—Asheville.

OHIO—Akron, Cincinnati, Cleveland, Columbus, Gambier, Youngs-
town.

OREGON—Portland.

PENNSYLVANIA—Allegheny, Bethlehem, Erie, Harrisburg, Hollidays-
burg, Lancaster, Mercersburg, Philadelphia, Reading, Scranton,
Wilkesbarre.

PORTO RICO—San Juan.

RHODE ISLAND—Newport, Providence.

SOUTH DAKOTA—Sioux Falls.

TENNESSEE—Chattanooga, Memphis, Nashville.

TEXAS—Austin, Houston.

UTAH—Salt Lake City.

VIRGINIA—Hampden-Sidney, Lexington, Norfolk.

WASHINGTON—Tacoma.

WISCONSIN—Milwaukee.

ENGLAND—London.

FRANCE—Paris.

GERMANY—Frankfort a. M.

SWITZERLAND—Geneva.



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Entered February 5, 1905, at Baltimore, Md., as second class matter, under Act of Congress of July 16, 1894.

The BULLETIN is published by the Woman's College of Baltimore monthly, from October to June.

MUNDER-THOMSEN PRESS.